Blocks Learning Center

Table of Content

Kindergarten

Helpful Hints

Suggest Another Way—If a child is building a structure with the blocks and can't seem to find the piece needed to secure the structure, the teacher can suggest using an alternative. For example, if the child needs a rectangular block but can't find one, the teacher could suggest using two square blocks together.

Asking Thoughtful Questions—When a child is not understanding something, the teacher could prompt the child to reflect by saying, "Why do you think…?" For example, if a block tower keeps falling, the teacher could say, "Why do you think your tower keeps falling?"

Break Down the Task—The teacher can ask the child to explain the steps they are following. If the child is unclear, the teacher can help the child list out steps and possibly break down the steps further. For example, "I see you are building something. What blocks are you using? Where will you put the next block?"

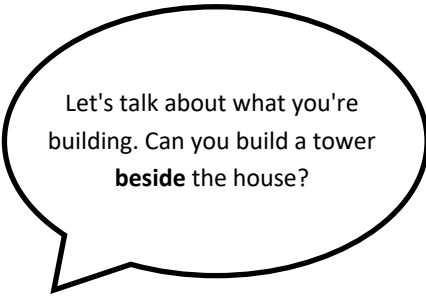| Materials	Activities
Blocks—Legos, colored blocks, Duplo, Lincoln Logs, Bristle blocks, wooden, different shape blocks (Magna-tiles), cardboard blocks	**Blocks 2, 6, 7, 8, 9, 14, 15, 16**
Toys—buildings, **Vehicles**—cars, trucks (construction), **Figures**—toy person, Lego person	**Blocks 1, 4, 5, 10, 11, 13**
Animals	**Blocks 12**
Painter's tape	**Blocks 3**

Kindergarten

BLOCKS #1	**TARGETS** below, beside, near	**PREP TIME** ✔
MATERIALS • Legos or Duplos • Wooden Blocks • Small Figurine or Toy Person	**CONVERSATION STARTERS** Let's talk about what you're building. Can you build a tower **beside** the house?	**UPWARD SCAFFOLD** Tell me about the Legos/blocks you used in your building. **Beside** means next to or near something. Use the word **beside** to tell me where you built things. **DOWNWARD SCAFFOLD** **Beside** means next to or near something. *Show a car or block beside something.* **Below** means down under something. *Show a car or block below something else.* Is the tower you built **below** or **beside** the house?
FLORIDA KINDERGARTEN STANDARDS ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. ELA.K.C.2.1: Present information orally using complete sentences. ELA.K.C.4.1: Recall information to answer a question about a single topic. SC.K.N.1.5: Recognize that learning can come from careful observation. WL.K12.NH.4.1: Provide basic information on familiar topics using phrases and simple sentences.		**CONTINUATION** Tell each other where you are building your blocks. Make sure you put some blocks **beside** a car or person.

BLOCKS #2	**TARGETS** on, off	**PREP TIME** ✔️

MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
• Colored blocks • Wooden or Duplo	What does your building look like if you put the green block **on** a blue block? Now, take the green block **off** the blue block. Look, **on** and **off**. Watch the green block go **on** the blue block and now **off** the blue block. Can you put a yellow block **on** a green block? Now, take the yellow block **off** the green block.	I'm going to build too. Tell me where I should put my blocks. Remember to use the words **on** and **off**. **DOWNWARD SCAFFOLD** Watch me put the blue block **on** the yellow block. Now, you put the blue block **on** the yellow block and say **on**.

FLORIDA KINDERGARTEN STANDARDS ELA.K.C.2.1: Present information orally using complete sentences. ELA.K.C.4.1: Recall information to answer a question about a single topic. ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. SC.K2.CS-CC.1.4: Provide and accept constructive criticism on a collaborative project. WL.K12.NH.1.3: Demonstrate understanding of short, simple messages and announcements on familiar topics.	**CONTINUATION** Let's see how many blocks you can put **on** this red block. When I come back, you can show me how to knock those blocks **off** the red block.

BLOCKS #3	TARGETS	PREP TIME
	inside, outside	✓✓

MATERIALS	CONVERSATION STARTERS	UPWARD SCAFFOLD

• Wooden blocks
• Painter's or Masking tape
  • Teachers should use tape to make shapes on the floor.
  • The children will use the blocks to fill in the tape shapes.
	We're going put the blocks **inside** this shape. What is the name of this shape? See if you can move the blocks from the **outside** and put them **inside** the [shape name].	Use **inside** or **outside** to tell me where you're moving the block.
		
		DOWNWARD SCAFFOLD
		Watch me. I am moving the block **inside** the shape. Now, you move the block **inside** the shape. Are the blocks **inside** or **outside** the shape?

FLORIDA KINDERGARTEN STANDARDS

ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

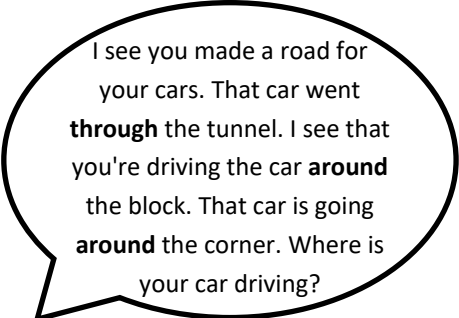ELA.K.C.2.1: Present information orally using complete sentences.

SC.K2.CS-CC.1.4: Provide and accept constructive criticism on a collaborative project.

WL.K12.NH.1.6: Follow directions or instructions to complete a task when expressed in short conversations.

CONTINUATION

See if any other materials in the block area will fit **inside** the shape. Tell me what fits **inside** the shape when I come back.

BLOCKS #4	**TARGETS** through, around	**PREP TIME** ✔

MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
• Blocks • Cars	I see you made a road for your cars. That car went **through** the tunnel. I see that you're driving the car **around** the block. That car is going **around** the corner. Where is your car driving?	Tell me where my car is driving. Remember to use **through** or **around**. **DOWNWARD SCAFFOLD** Watch me. The car goes **through** the tunnel. Say **through**. Watch me. The car goes **around** the corner. Say **around**. Now, when my car goes here, is it going **through** or **around**?

FLORIDA KINDERGARTEN STANDARDS	**CONTINUATION**
ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. ELA.K.C.2.1: Present information orally using complete sentences. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content. SC.K.P.12.1: Investigate that things move in different ways, such as fast, slow, etc. WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.	Tell your friend where to drive his car using the words **through** or **around**.

BLOCKS #5	**TARGETS** but	**PREP TIME** ✓

| **MATERIALS**
• Legos/wooden blocks/Lincoln logs/ Cardboard blocks
• Vehicles | **CONVERSATION STARTERS**
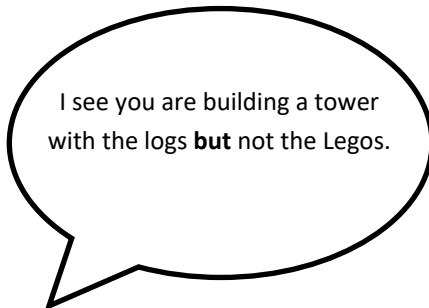
I see you are building a tower with the logs **but** not the Legos. | **UPWARD SCAFFOLD**
What will you choose to leave out of your creation? Use the word **but** to tell me.

DOWNWARD SCAFFOLD
Watch me use the cardboard blocks to build a house **but** leave out the wooden blocks. Say: I chose the cardboard blocks **but** not the wooden blocks. |

| **FLORIDA KINDERGARTEN STANDARDS**
ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.
ELA.K.C.2.1: Present information orally using complete sentences.
ELA.K.C.4.1: Recall information to answer a question about a single topic.
SC.K.P.8.1: Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
WL.K12.IL.1.6: Demonstrate understanding of multiple-step directions and instructions in familiar settings. | **CONTINUATION**
Narrate a friends creation by explaining what they used and didn't use. For example, [student's name] is playing with the vehicles **but** not the Legos. |

BLOCKS #6	**TARGETS** and, or, but	**PREP TIME** ✓
MATERIALS • Magna-Tiles or shaped blocks	**CONVERSATION STARTERS** Are you using different shapes to make your creation? Tell me about how the shapes fit together. Will the circle **and** the square fit together? Oh look, I can use the square **or** the rectangle to fit with this square, **but** not the circle.	**UPWARD SCAFFOLD** Tell me which shapes will fit together and which won't. Use the words **and, but**, and **or** to tell me. **DOWNWARD SCAFFOLD** Repeat after me: The square **and** the rectangle fit together.
FLORIDA KINDERGARTEN STANDARDS ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content. ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. MA.K.GR.1.1: Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders. WL.K12.NH.1.3: Demonstrate understanding of short, simple messages and announcements on familiar topics.		**CONTINUATION** Continue to tell each other which shapes fit together as you build .

BLOCKS #7	TARGETS	PREP TIME
	because	✔
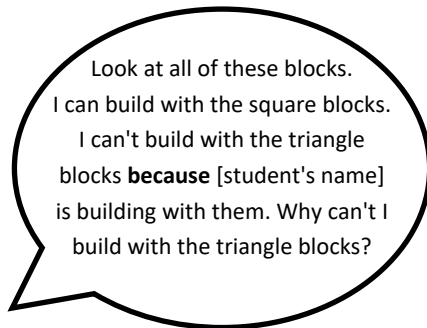
MATERIALS	CONVERSATION STARTERS	UPWARD SCAFFOLD
• Blocks	Look at all of these blocks. I can build with the square blocks. I can't build with the triangle blocks **because** [student's name] is building with them. Why can't I build with the triangle blocks?	Tell me the reason that you can build with certain blocks. **DOWNWARD SCAFFOLD** When I hear a WHY question, I should answer with **because**. Why can't I build with the triangle blocks? **Because** [student's name] is building with them. So, why can't I build with the triangle blocks?

FLORIDA KINDERGARTEN STANDARDS

ELA.K.C.4.1: Recall information to answer a question about a single topic.
ELA.K.C.2.1: Present information orally using complete sentences.
ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.
SC.K.N.1.5: Recognize that learning can come from careful observation.
WL.K12.NH.1.6: Follow directions or instructions to complete a task when expressed in short conversations.

CONTINUATION
Keep making choices and building with different blocks. Ask each other WHY you chose certain blocks and WHY you are building what you're building. Remember to answer WHY questions with **because**.

BLOCKS #8	**TARGETS** if / then	**PREP TIME** ✓

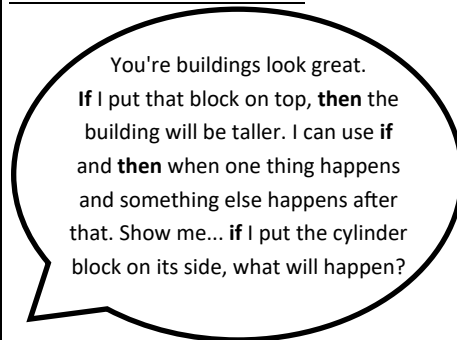| **MATERIALS**
• Blocks
• Legos | **CONVERSATION STARTERS**

You're buildings look great. **If** I put that block on top, **then** the building will be taller. I can use **if** and **then** when one thing happens and something else happens after that. Show me... **if** I put the cylinder block on its side, what will happen? | **UPWARD SCAFFOLD**
I am going to move some blocks and I want you to tell me an **if / then** sentence that goes with what I just did.

DOWNWARD SCAFFOLD
Watch me. **If** I put the cylinder block on its side, **then** it will roll. Now, you finish my sentence, **if** I put the cylinder block on its side, **then**... |

| **FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS**
ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.
ELA.K.C.4.1: Recall information to answer a question about a single topic.
ELA.K.C.2.1: Present information orally using complete sentences.
SC.K.N.1.5: Recognize that learning can come from careful observation.
WL.K12.NH.4.1: Provide basic information on familiar topics using phrases and simple sentences. | **CONTINUATION**
Ask your friend, what will happen if ___. See if they can answer with an **if / then** statement. |

	TARGETS	PREP TIME
BLOCKS #9	carefully, gently, neatly, roughly	✓

MATERIALS	CONVERSATION STARTERS	UPWARD SCAFFOLD
• Legos	I see you are building an amusement park like Disney World. I am **carefully** placing my Legos on top of each other so they don't fall. How are you building? Tell me how you're building.	You **gently** placed that Lego on top of the other so they fit together. Tell me how you will place the next Lego. **DOWNWARD SCAFFOLD** Did you **gently** or **roughly** place the Lego?

FLORIDA KINDERGARTEN STANDARDS	CONTINUATION
ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content. ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. SC.K.N.1.5:Recognize that learning can come from careful observation. WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.	Continue telling each how to place the Legos for your buildings.

BLOCKS #10	TARGETS	PREP TIME
	carelessly, cautiously, hastily, skillfully	✔

MATERIALS	CONVERSATION STARTERS	UPWARD SCAFFOLD
• Duplo or Wooden Blocks • Cars	Let's pretend that there is a river right here. We need to build a bridge over it so the car can cross. If you **skillfully** build the bridge, the car can **safely** drive over. How will you build the bridge?	What would happen if you **hastily** placed a block and it didn't connect with the other blocks? Now tell me how you can build the bridge so a car can **safely** cross the bridge. **DOWNWARD SCAFFOLD** Show me how you can **carefully** build a bridge Say **carefully**. Show me how you can **carelessly** build a bridge. Say **carelessly**.

FLORIDA KINDERGARTEN STANDARDS	CONTINUATION
ELA.K.C.2.1: Present information orally using complete sentences. ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. ELA.K.C.4.1: Recall information to answer a question about a single topic. SC.K.N.1.5: Recognize that learning can come from careful observation. WL.K12.NH.1.6: Follow directions or instructions to complete a task when expressed in short conversations.	Remember that there are lots of ways to build a bridge. **Hastily** build a bridge and tell how you built it. Then, knock the bridge down. **Skillfully** build another bridge and tell how you built it.

BLOCKS #11	**TARGETS** heavily, lightly, powerfully, forcefully, weakly	**PREP TIME** ✓
MATERIALS • Blocks • Trucks • Construction Vehicles	**CONVERSATION STARTERS** All this building makes this center look like a construction site. When I see construction sites, I see a lot of **heavily** loaded trucks **powerfully** carrying wood and metal. How do trucks and tractors move things on a construction site?	**UPWARD SCAFFOLD** If a forklift **powerfully** lifts equipment, how would a toddler lift something? **DOWNWARD SCAFFOLD** How tells me to use an -ly word like **powerfully** pushed or **forcefully** carried. How does a tractor push dirt? **Powerfully** or **weakly**?
FLORIDA KINDERGARTEN STANDARDS ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content. ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. SC.K.N.1.5: Recognize that learning can come from careful observation WL.K12.NH.1.3: Demonstrate understanding of short, simple messages and announcements on familiar topics.		**CONTINUATION** Work together to make some of these trucks **heavily** loaded and some of these trucks **lightly** loaded. Then, tell each other how to move each kind of truck.

BLOCKS #12	**TARGETS** purposely, accidentally, gently, roughly, loudly, quietly	**PREP TIME** ✓✓

MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
• Wooden blocks or buildings • Animal figures	Let's describe what your animals are doing. This animal is running and **accidentally** bumps into the building. This animal **gently** sits on the ground. This animal **roughly** climbs to the top of the building. Oh no! It fell over **loudly**!	Make your animal move and **purposely** knock something over. That means he meant to knock it over. Tell me how he moved. Tell me how the object fell down. Use two -ly words. **DOWNWARD SCAFFOLD** Watch me make the animal **roughly** climb to the top so that the building **loudly** falls down. Now you do it. Did the building fall **quietly** or **loudly**?

FLORIDA KINDERGARTEN STANDARDS	**CONTINUATION**
ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content. ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. SC.K.N.1.5: Recognize that learning can come from careful observation. WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.	Tell each other how to make the animals move. Should they **purposely** make a mess or **accidentally** run into something? If they do it **accidentally**, they don't mean to, but if they do it **purposely**, then they mean to.

	TARGETS	**PREP TIME**
BLOCKS #13	red, blue, scarlet, cobalt	✔

MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
• Legos • Lego people • Toy vehicles	I see you are building an amusement park like Disney World. What color Legos are you using? Can I build with you? What color Legos should I start with?	We just used a **scarlet/cobalt** Lego. **Scarlet/cobalt** is another way to describe this shade of **red/blue**. Now, describe the Lego you are going to use next. **DOWNWARD SCAFFOLD** Should I start with the **red** Legos or **blue** Legos? Watch me. I am going to make the ticket booth with the **blu**e Legos. Now tell me what color Legos I just used.
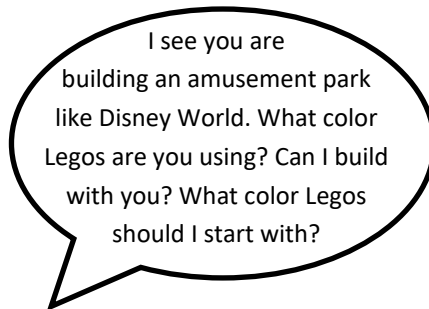
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ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge. ELA.K.C.2.1: Present information orally using complete sentences. ELA.K.C.4.1: Recall information to answer a question about a single topic. SC.K.P.8.1: Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. WL.K12.NH.1.6: Follow directions or instructions to complete a task when expressed in short conversations.	Now, this friend will be the construction manager and tell our other friends what color Legos to build with. Then, you can swap jobs.

Kindergarten

Elaborated Noun Phrases

BLOCKS #14	**TARGETS** rough, smooth, bumpy. slick, slippery	**PREP TIME** ✓✓

MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
• Wooden Blocks • Legos • Bristle Blocks • Bag	I want you to put 4 toys from the block area into this bag. Don't let me see because I'm going to try to guess what's in the bag. This object is very **smooth**. I think it's a Lego. Am I right?	I feel another object that is very **slick**. That means it's **smooth** and **slippery**. Tell me about the object using the words **smooth**, **slick**, or **slippery.** **DOWNWARD SCAFFOLD** Let's think about how the Lego feels. Touch the Lego. Is it **bumpy** or **smooth**? Say, the Lego is **smooth**.
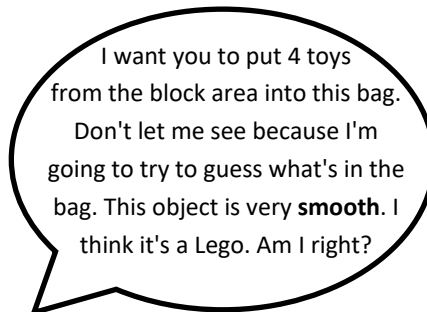
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BLOCKS #15	TARGETS straight, curvy, wide, narrow	PREP TIME ✓✓

| **MATERIALS**
• Different Shaped Blocks | **CONVERSATION STARTERS**

I see you are using blocks to make a path for your cars. Some parts of the path are **narrow** and some are **wide**. Tell me about the path your car is driving on. | **UPWARD SCAFFOLD**
Tell me about the curves your car is going around. Use the words **narrow** and **wide**.

DOWNWARD SCAFFOLD
What can you tell me about this part of path? Say, this path is **straight**. This is **straight** and this is **curvy**. |

FLORIDA KINDERGARTEN STANDARDS
ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.
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ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.
SC.K.P.8.1: Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
WL.K12.NH.4.1: Provide basic information on familiar topics using phrases and simple sentences.

CONTINUATION
Make a new path and tell each other about the path using some of the describing words.

BLOCKS #16	TARGETS	PREP TIME
	large, huge, giant, enormous, gigantic, small, tiny, minuscule	✓✓

MATERIALS	CONVERSATION STARTERS	UPWARD SCAFFOLD
• Blocks	Let's sort these blocks into **big** and **small** piles. Fancy words for **big** are **enormous** and **gigantic**. Fancy words for **small** are **tiny** and **minuscule**. Then, choose a block and describe it's size to me.	Choose two blocks. Let's look at these blocks together. Which block is bigger than the other? We can say this block is **big** and this block is **bigger**. These two blocks are **small**. Can you tell me which one is **smaller**?
		DOWNWARD SCAFFOLD
		You chose this block. Is it **big** or **small**? Small. This block is **small**. We could also say it is **tiny**. Can you describe the size of this block?

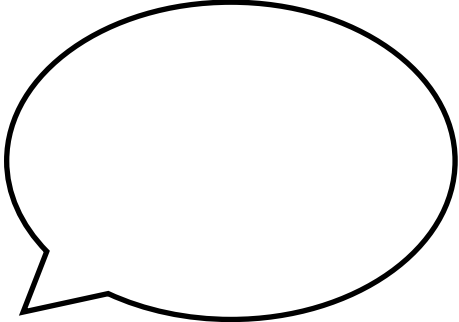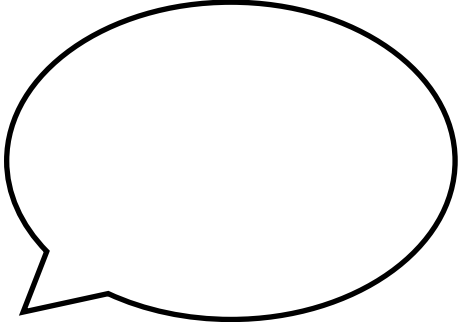| FLORIDA KINDERGARTEN STANDARDS	CONTINUATION
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CENTER	TARGETS	PREP TIME
MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
		DOWNWARD SCAFFOLD
FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		**CONTINUATION**

Kindergarten

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MATERIALS	**CONVERSATION STARTERS**	**UPWARD SCAFFOLD**
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